

ACCREDITATION ACTION REPORT

Candidacy Application

The Council on Academic Accreditation in Audiology and Speech-Language Pathology took the following accreditation action at its May 25, 2021 meeting, as indicated below.

Name of Program: Regis College

File #: 343

Professional Area:

- | | |
|-------------------------------------|---------------------------|
| <input type="checkbox"/> | Audiology |
| <input checked="" type="checkbox"/> | Speech-Language Pathology |

Modality:

- | | |
|-------------------------------------|-------------------------|
| <input checked="" type="checkbox"/> | Residential |
| <input type="checkbox"/> | Distance Education |
| <input type="checkbox"/> | Satellite Campus |
| <input type="checkbox"/> | Contractual Arrangement |

Degree Designator(s): M.S.

Action Taken: Award Candidacy

Effective Date: May 25, 2021

Candidacy Accreditation Cycle: May 1, 2021 – April 30, 2026

Next Review: Annual Progress Report due August 1, 2022

Notices: The program is advised to adhere to the following notices that are appended to this report.

- PROGRAM COMPLIANCE EXPECTATIONS
- PUBLIC DISCLOSURE OF DECISION AND ACCREDITATION STATUS

The CAA conducted its comprehensive review in the context of the institutional and program mission statements and in consideration of the credentials for which the program is preparing students, and determined that the program demonstrated sufficient compliance with the Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology, unless noted below.

Standard 2.1 (Faculty Sufficiency-Overall Program)

The number and composition of the program faculty (academic doctoral, clinical doctoral, other) are sufficient to deliver a program of study that:

- **2.1.1 allows students to acquire the knowledge and skills required in Standard 3,**
- **2.1.2 allows students to acquire the scientific and research fundamentals of the discipline,**
- **2.1.3 allows students to meet the program’s established goals and objectives,**
- **2.1.4 meets the expectations set forth in the program’s mission and goals,**
- **2.1.5 is offered on a regular basis so that it will allow the students to complete the program within the published time frame.**

Requirement(s) of the Standard to be met:

The program must document:

- how the faculty composition is sufficient to allow students to acquire the knowledge and skills required in Standard 3;
- how the faculty composition is sufficient to allow students to acquire the scientific and research fundamentals of the profession;
- how the faculty composition is sufficient to allow students to meet the program’s established learning goals and objectives;
- how the faculty composition is sufficient to allow students to meet the expectations set forth in the program’s mission and goals;
- how the faculty composition ensures that the elements (classes and clinical practica) of the program are offered on a regular basis so that students can complete the program within the published time frame.

Compliance Expectation Determined: *Initiated*

Compliance Expectation for Award of Candidacy Status: *Initiated*

The program’s faculty cohort appears to be in transition. The Site Visitors reported the following:

The initial program director departed in 2019 and was replaced with a new permanent director, Dr. Smith. Dr. Smith revised the hiring plan and began implementing the revised plan. A new clinic director has been hired and will assume a full-time position with the arrival of the first cohort of students. A doctoral-level faculty member from another department within the college will assume responsibility for one course (autism). The program’s plan is for these faculty to cover the courses for Year 1. Going forward, the program plans to search for one additional full-time doctoral level faculty member to teach Cognitive Communication Disorders, Augmentative/Alternative Communication, and Dysphagia courses and one part-

time/adjunct doctoral level faculty to teach Aphasia for instructional needs for Year 2.

Steps to Be Taken: At the time of the first Annual Progress Report, the program should update the status of these new anticipated hires and explain how the hiring pattern is sufficient to meet instructional, advising, supervision and administrative needs. The program should provide an updated faculty table (Appendix II-B: Faculty and Instructional Staff Summary) and vita (Appendix III) for all new hires.

Standard 2.3 (Faculty Qualifications)

All faculty members (full-time, part-time, adjuncts), including all individuals providing clinical education, are qualified and competent by virtue of their education, experience, and professional credentials to provide academic and clinical education as assigned by the program leadership.

Requirement(s) of the Standard to be met:

- The program must demonstrate that the faculty possess appropriate qualifications and expertise to provide the depth and breadth of instruction for the curriculum as specified in Standard 3.
- The program must demonstrate that the majority of academic content is taught by doctoral faculty who hold the appropriate terminal academic degree (PhD, EdD).

Compliance Expectation Determined: Initiated

Compliance Expectation for Award of Candidacy Status: Initiated

As noted under Standard 2.1, the faculty hiring plan was revised by Dr. Smith when he was hired as the new program director for the master's program in speech-language pathology. The program must document that the new faculty are qualified for their assignments within the graduate program and that the majority of the academic content over the length of the program is being taught by individuals who hold a PhD or EdD.

Steps to Be Taken: At the time of the first Annual Progress Report, the program should provide an updated faculty table (Appendix II-B) and vita (Appendix III) for all new hires. The program must demonstrate how it complies with all requirements of this standard.

PERFORMANCE WITH RESPECT TO STUDENT ACHIEVEMENT

The CAA evaluated this program regarding its performance with respect to student achievement and provides the following report, required as an accrediting agency recognized by the US Secretary of Education [[34 CFR 602.17\(f\)](#)]. Upon award of Candidacy status, no students are enrolled in the program; thus student achievement data has not been collected. However, the CAA assessed the program's process for collecting and reporting student achievement data and found the program to meet or exceed the established CAA expectations as described in the Candidacy Compliance Continuum for accreditation standard 5.0 – Assessment.

PUBLIC DISCLOSURE OF THIS DECISION AND ACCREDITATION STATUS

The CAA publishes a notice of final accreditation actions on its website after comprehensive reviews are completed in accordance with its published policies. In the event an adverse action is taken and becomes final (i.e., withdrawal or withholding of an accreditation status), the CAA is required to publish a brief statement summarizing the reasons for withholding or withdrawing the accreditation status of a program, together with the comments, if any, that the affected program may wish to make.

The Criteria for Recognition by the U.S. Secretary of Education requires all recognized accrediting agencies to provide for the public correction of incorrect or misleading information an accredited or preaccredited program releases about accreditation or preaccreditation status, contents of site visit reports, and accrediting or preaccrediting actions with respect to the program. [[34 CFR 602.23\(d\) and 602.23\(e\)](#)] The program must make accurate public disclosure of the accreditation or preaccreditation status awarded to the program, using the language provided in the [Accreditation Handbook](#) (see Chapter XII Informing the Public) on the academic accreditation website. If the program chooses to disclose any additional information within the scope of the ED rule, such disclosure also must be accurate. Any public disclosure of information within the scope of the rule must include the CAA's name, address, and telephone number as described in the [Accreditation Handbook](#). If an institution or program misrepresents or distorts any action by the CAA with respect to any aspect of the accreditation process, its accreditation status, the contents of the site visit report, or final CAA accreditation actions or decisions, the CAA will inform the chief executive officer of the institution and the program director that corrective action must be taken. If corrective action is not taken, the CAA will release a public statement that provides correct information and may invoke other sanctions as may be appropriate.